

Current Activities

Since arriving at the Department of Social Work in August of 2005, I have been involved in the following areas of activity: Teaching, scholarship, and service.

Teaching

First, in the area of teaching, I have taught research methods and human behavior is the social environment. My research methods course was conducted using a combination of lectures and group work where students worked together to develop a research proposal. The lectures consisted of materials found within the assigned text and other references. I taught from the stance that the premise of the course was to focus on developing the research proposal from conception to conclusion. In order to accomplish this goal, the students were required to work in groups to develop a proposal. To assist them, I regularly used class time to work with the individual groups. Each student was required to develop parts of a research proposal and turn it in for feedback periodically through the semester. The parts were returned to the student with feedback. At the end of the end of the semester, the student was expected to turn in a completed revised paper. The sections included an introduction/literature review, designed and sampling, analysis and potential conclusions. In addition, at the end of the semester, the groups were required to present their proposals to their classmates. In addition to the work on the proposal, there were three quizzes. These quizzes were delivered over blackboard.

As for the human behavior course, the content was mainly delivered via lecture format with opportunities for students to ask questions about the content. I tried to draw on popular culture to further bring the material across. For example, to describe systems theory, I used clips from the television show the Simpsons. For issues dealing with integrity vs. despair, I used George Harrison's last music video that can be interpreted as reconciliation with his personal and professional life with the Beatles and beyond. The first part of the class dealt with defining theories associated with lifespan development. The theorists included, but were not limited to, Freud, Maslow, Piaget, Kohlberg, and Erikson. A learning assignment was designed to integrate the theories into a practical situation. Students were required to develop a fictitious character and apply a theory of their choice. The second part of the class dealt with lifespan development. This section covered the womb to tomb aspect of life. For each section (the material was covered from birth-2, early childhood, middle childhood, adolescence, early adulthood, late adulthood, and death) group presentations were required. Each presentation was required to summarize the physical, cognitive, and psychosocial development that occurs at each stage. In addition, students were required to use the Internet to find accounts of individuals at each life span development. Students also had to take three quizzes throughout the semester.

Finally, I have begun working with two graduate students on their thesis projects. One project will focus on the evaluation of on-line teaching, while the other will examine a therapeutic model driven by cognitive behavioral therapy to reduce domestic violence offender's beliefs about offending.

Scholarship

In the arena of scholarship, I have worked on several projects. First, I resubmitted a paper on a project carried out during my tenure at the University of Vermont. This project focused on student created videos as a method of learning research methods. The topic will also be the focus of a talk planned for CSWE's Annual Program Meeting in

February of 2006. Second, along with my colleague Professor Woehle, we developed a paper to be placed in the proceedings of the 4th Hawaii International Conference on Education. The paper's focus was on comparing two sections of a human behavior course, one taught in person and one taught on line. The paper was also the focus of a brown bag lunch discussion with the social work faculty. Third, working with my colleague Professor Haga, I collected qualitative data on what graduate students thought about delivering practice courses on-line.

Service

In the area of service, I have been involved in many committees. First, I currently serve as the chair of the research sequence committee. In this committee, we have been focusing on developing objectives for the undergraduate research course, and statements of relationships between research courses and other courses within the curriculum. The research sequence committee has also dealt with numerous decisions included, but not limited to, books, the need for a statistic course, and the need for a qualitative course. In addition to my chair duties in the research sequence, I am also chair of an ad-hoc technology committee. This committee's primary function is to determine the need and status of technology as it relates to the department, faculty, staff, and students. I have also developed a draft of a technology plan designed to drive the technology within the social work department. I also serve as the chair of the student concerns committee where I work with students to help them proactively express concerns about the social work department, the college of education and human development, and the university.

I also serve on the human behavior sequence committee, the concentration committee, and the college of education and human development's technology committee. In addition to my committee work, I have provided technical advice and support in the development of an on-line master's program to be delivered using a combination of Blackboard and Macromedia's Breeze product. For example, I am currently working with my colleagues who will be teaching the first year foundation courses to assure that they understand, can use, and are comfortable with the electronic delivery methods. Finally, I have begun to develop a plan to revise the department's website. In doing so, I have created a brief survey for faculty and students to fill out. The survey's intent is to collect data on what faculty and students desire in a website. I have also met with UND's webmaster and have asked him to assist with the redesign of the social work website.

Future Activities

I have several plans for future activities as they relate to my involvement with teaching, scholarship, and service within the Department of Social Work.

Teaching

I will be teaching two sections of Research Methods in the spring of 2006. One section will be undergraduate and take place on campus; while the other will be graduate and take place using a combination of Macromedia Breeze and Blackboard. My plan for both courses is, rather than use traditional lecture; engage the students in more hands-on problem based learning.

I will continue to request to teach methods related courses and HBSE related courses and continue to explore how learning objects can be met with variety of technologies. Finally, I hope to expand on my work with graduate students on thesis and independent study projects.

Scholarship

In the arena of scholarship, I will continue to explore and write in my interests of how different pedagogies and technologies can be driven to foster student learning. I also hope to expand my writings to areas that focus on the use of technology to drive practice in areas such as e-advocacy and tele-medicine.

Service

In the arena of service, I will continue to serve on department and college wide committees, with the hopes of expanding to the university level within the next few years. I will also serve my department as a technology advisor whom will continue to inform the department on sound technological practices.